

Advanced Psychotherapy CLP 7934

Instructor: Ronald H. Rozensky, Ph.D., ABPP

Time: Tuesdays, 1 – 4 PM, 14 May – 6 Aug

Office Hours: Email to schedule a meeting or come on in if the door is open

Educational Objectives: Students will understand the integration of various theories of psychotherapy and currently available empirically validated treatments into the application of an eclectic/integrative psychotherapeutic style. Utilizing a model of competency-based education and training in psychotherapy, students will [1] develop their own models of the “necessary and sufficient conditions for change” by [2] enhancing their ability to observe themselves as therapists and [3] more clearly see how the process of psychotherapy interacts with the content of psychotherapy, psychotherapy theory, therapeutic skills, and those personal variables brought into the therapy process by the patient and the therapist him- or herself. Students [4] will become acquainted with the literature on “what makes a competent supervisor” and thereby interact weekly with fellow students in the (peer) supervisory role giving feedback and discussing cases. Finally, students [5] will be prepared to organize, and present, psychotherapy cases in the manner prescribed for “Board Certification” by the American Board of Clinical Psychology [ABPP].

Course participation: Participants will **present videoed psychotherapy sessions** and will receive feedback on their psychotherapeutic skills, style, process and content. The focus will be on **the integration of various therapeutic philosophies and blending of psychotherapeutic skills into a personal psychotherapeutic style** at an advanced level. While we will discuss patient diagnosis, history, etc that discussion will be more in the context of the impact of those issues on **treatment process and outcome** and *less* focused on psychopathology.

Students will present at least four times during the semester. **Videos are required for each presentation.** Each presentation will include a videoed psychotherapy session and a brief, oral presentation including an introduction to the case including history of presenting complaint, treatment plan, reason[s] why this particular session was chosen including session number and what occurred within the session to illustrate the treatment plan, treatment problem, or theoretical concept to be discussed. **Each week, each student presenter will be responsible for recommending reading[s]** pertaining to the case presented. Other students will be expected to participate in the case discussions and offer comment, feedback, and other possible readings that would enhance understanding of the case, psychotherapy theory, research on technique or treatment, and the treatment utilized.

The final case presented will be the “**final exam**” and will be a formal presentation in the format of the American Board of Clinical Psychology for Board Certification in Clinical Psychology. This will include the video presentation and a *written* case study that includes description of patient, the treatment plan, what was accomplished in the therapy session and how that session illustrates the treatment plan, what exactly was done and how it was done in that session, and the literature supporting the therapeutic approach in that session (see *Your Board Certification Exam*).

Readings for this course will be suggested by participants and instructor. Recommended readings should be based on cases presented, theories to be illustrated, treatment problems encountered, and psychopathology or self management/adjustment issues to be addressed within treatment. IT IS NOT EXPECTED that all cases -- and their videoed sessions presented -- will be perfect illustrations of perfect treatment. As a matter of fact, learning occurs when challenging issues occur in challenging situations! **[Fair winds and constant seas do not make for skilled sailors]**

Assessment of Objectives: Grading will be based upon classroom participation and level of discussion of case materials throughout the semester [75% of grade]. Student interaction and comments on other participants’ presentations as well as student’s own presentations will be the basis of the classroom participation. During all discussions, reference to psychotherapy literature will be expected. The formal, “board certification” presentation, written and verbal, will serve as the basis of the final 25% of the grade. A “minus grade” may be assigned based on total performance in classroom participation and the final case presentation.

Students will be expected to [1] email their reading list suggestion[s] [in proper APA format] for each of their case presentations and **[2] email a PDF copy of the reading[s]**, to the other class members and instructor, by the Saturday before their presentations. The class members will organize and maintain the presentation schedule. There should be **five presentations scheduled** for each class meeting. Finally, **bring to the first class meeting** your favorite psychotherapy reference to be shared with the class; why did you choose this one, how has it helped you grow as a psychotherapist thus far, what do you want the reader to learn from your recommendation? These references will begin our reading list [please email these first references, in APA style, to me by noon on the Monday before the first class so that I can prepare the first reading list; I will then update the reading list weekly with the references submitted]. Remember: **If you are not reading, you are not doing psychotherapy!!**

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Your Board Certification Exam
“Final Exam”
Mini ABPP Exam
-- Intervention Sample Details --

An intervention Practice Sample should include the following contextual information [at least 1500 words]:

1. Contact Dates
2. Current session number in total sequence
3. Descriptive information
4. Presenting problem[s]
5. Diagnosis [all DSM categories]
6. Brief History
7. **Formulation** and discussion of problem(s) [consistent with theoretical orientation]
8. Treatment Plan
9. Rationale for intervention[s] utilized in the session presented [with supporting literature documented]
10. Goals for present intervention[s]
11. Progress note detailing session including “S”ubjective, “O”bjective, “A”ssessment, and “P”lan for each problem charted. [what was said, what was done & what was observed & how the patient responded, your assessment of the patient and treatment from the session presented, and what is the next step[s] or plan[s] for treatment based upon the outcome[s] of this session]
12. A reflective comment on the your own behavior and/or reactions in the sample session
13. Each “candidate” will be asked “How did you handle the issue of confidentiality with your patient when you decided to submit patient material as part of your practice samples?”